

Grade Four

The *Health Framework for California Public Schools* describes expectations of this grade level:

Students in grades three through six are assuming more responsibility for their own health and well-being. They can benefit from instruction that fosters the development of positive health behaviors and prevention of negative, unhealthy behaviors. Particularly important in the middle grades is the onset of adolescence, which can begin as early as third grade for some students. Others will develop more slowly. Students at this level begin to become acutely aware of their physical development and the varying rates of development among their peers. In addition, children's orientation to the peer group tends to increase during this age span. Most children experience a growing need to be and feel normal at precisely the time when growth and development vary widely even within the same classroom. Many students are also likely to feel pressure to act grown-up by experimenting with alcohol, tobacco, or other drugs. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs need to be woven throughout the curriculum at this time. (Page 73)

A health education program for students in grades three through six involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;

- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

Acceptance of Personal Responsibility for Lifelong Health

Standard 1

The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

Students in grade four who meet this standard will be able to:

- Identify basic health and hygiene practices that benefit overall personal health.
- Compare their food intake to the recommendations of the USDA Food Guide Pyramid.
- Participate regularly in a variety of enjoyable physical activities that promote fitness.
- Demonstrate personal characteristics that contribute to self-confidence, self-esteem, and responsible behavior.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students, in groups, will create a poster that demonstrates beneficial health or hygiene practices and display in class.
- Students will use a one-day food diary and the Food Guide Pyramid to identify food groups missing from their diets and the number of servings of each food group they lack and then propose ways to increase intake of those foods.
- Students will record physical activities that they participate in for a period of up to a month and analyze them to determine variety, frequency, and level of enjoyment.
- Students will identify characteristics of resiliency and responsible behavior that are illustrated in selected pieces of literature.

Standard 2

The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

Students in grade four who meet this standard will be able to:

- Describe symptoms of common illnesses.
- Identify good health habits, including personal hygiene habits that prevent the spread of disease.
- Recognize behaviors that speed recovery from illness.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a commercial for an imaginary medicine that will “treat” symptoms associated with common illnesses.
- Students will create skits about how to protect themselves from germs.
- Students will create a storybook in which helpful habits to promote recovery from an illness are demonstrated.

Standard 3

The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.

Students in grade four who meet this standard will be able to:

- Identify harmful substances and their effects on the body.
- Recognize and respond appropriately to emergencies.
- Identify ways to protect themselves from potentially threatening situations.
- Identify hazards in the home and suggest ways to remove them.
- Identify ways to protect themselves against coming into contact with another person’s blood.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will categorize a variety of substances as either healthful or harmful, indicating why.
- Students will analyze crisis scenarios and determine appropriate actions to follow.
- Students will model basic responses to dangerous situations.
- Students will complete a home inventory of health hazards and make recommendations for improvement.
- Students will model the treatment of another person’s minor injuries, including using protective procedures against contacting another person’s blood.

Respect for and Promotion of the Health of Others

Standard 4 The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

Students in grade four who meet this standard will be able to:

- Identify activities that help maintain family health.
- Discuss their role and contributions within their own family.
- Identify ways to deal with family stress.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will design a classroom mural depicting healthy activities in which families can participate.
- Students will construct a Venn diagram illustrating family members' roles and responsibilities.
- Students will identify what causes stress in a family and suggest ways in which children can personally lessen the stress of family members.

Standard 5 The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Students in grade four who meet this standard will be able to:

- Evaluate the qualities of friendship.
- Identify ways to improve the environment.
- Participate in school or community efforts that promote health and environmental issues.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will develop a friendship “want ad” displaying the desired qualities of a friend.
- Students will create a light-switch plate cover with an electricity conservation slogan to use at home.
- Students will participate in a class project involving a schoolwide recycling program.

An Understanding of the Process of Growth and Development

Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- | | |
|----------|--|
| §51201.5 | <i>Requires</i> that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See <i>Education Code</i> sections 51240, 51550, 51553, and 51820 for parent notification requirements.) |
| §51240 | <i>Ensures</i> the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs. |
| §51262 | <i>Encourages</i> instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve. |
| §51550 | <i>Requires</i> that: <ul style="list-style-type: none"> • Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described. • Instructional materials must be available for inspection. • Parents and guardians must be given the opportunity to exclude their child from this education. |
| §51553 | <i>Establishes</i> criteria for the course content of sex education to include: <ul style="list-style-type: none"> • Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy • Failure rates of condoms and other methods of contraception • Emotional consequences of unintended pregnancies and adolescent sexual activity <p>Instructional materials and information must be age appropriate.</p> |
| §51820 | <i>Requires</i> a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction. |

§60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

Standard 6

The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Students in grade four who meet this standard will be able to:

- Describe changes that occur during the life cycle.
- Describe the major factors that influence human growth.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a simple time line showing changes in themselves or in their lives that have already occurred and ones that will occur in the future.
- Students will record their amount of sleep, their amount of exercise, and the amount and types of foods they consume over one week and analyze the information to determine whether their health habits are enhancing growth.

Standard 7

The student will understand individual differences in growth and development.

Students in grade four who meet this standard will be able to:

- Understand that people vary widely in size, shape, height, and rate of maturation.
- Identify the growth factors that they can and cannot control.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will record the heights of their peers and will create a chart of the variations.
- Students will distinguish between growth factors that they can control and those they cannot.
- Students will describe ways that people are discriminated against based on appearance, including body size, and explain why this discrimination is inappropriate.

Informed Use of Health-Related Information, Products, and Services

Standard 8 The student will identify products, services, and information that may be helpful or harmful to his or her health.

Students in grade four who meet this standard will be able to:

- Use nutrition information to make healthful food choices.
- Identify the health services available at the school and how to gain access to these services.
- Evaluate advertisements for health care products.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will compare grams of fat and sugar content of two products and identify the more healthful one.
- After listening to a short presentation by the school principal, secretary, nurse, counselor, and/or Healthy Start coordinator regarding the health service that the school provides, students will identify the appropriate school site resource when given a sample health problem or issue.
- Students will critique advertisements for misleading information.